

# Unit Planning Guide: Grade 4 Unit 7 of 10

Unit Title:	Pacing (Duration of Unit): weeks
Grade: 4	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

**Standards (Priority Standards in bold):**

**RL4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (start preparing for inferences in Q1)

**RL4.5** Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text. (start preparing in Q1)

**W4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W4.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

**W4.1b** Provide reasons that are supported by facts and details.

**W4.1c** Link opinion and reasons using words and phrases, (e.g. in order, in addition)

**W4.1d** Provide a concluding statement or section related to the information or explanation presented.

**W4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

L4.2b Use commas and quotation marks to mark direct speech and quotations from a text

SL4.3 Identify the reasons and evidence a speaker provides to support particular points

RI4.8 Explain how an author uses reasons and evidence to support particular points in a text

L4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)

d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

### WIDA Standards (ELL)

**WIDA for English Language Learners**

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- A well-structured opinion piece is written for an intended audience, contains a claim, supported by specific factual evidence, and is summarized with a concluding statement.
- Persuasion comes in many forms, not just text. Images, charts, diagrams, graphs and audio clips can all be forms of persuasion.
- In order to build stamina and practice the writing process, students need to write independently daily. It is also essential to model writing skills for students.

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How does opinion writing influence our society?
- What makes a good argument?
- Can you be persuaded by things other than text?

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- That **point of view** is a **perspective** on which the story is being told.
- The writing process (**Collect Ideas, Choose Idea, Nurture Idea, Draft, Revise, Edit, Publish, Celebrate**)
- **Opinion writing** has common predictable **elements** such as a clear **focus** and a **target audience**.
- An **argument cites** factual **evidence** not **opinions**
- That authors use **strategies** to convince their audience
- That a concluding statement serves as **closure** in an opinion writing piece.
- That an audience can be **persuaded** with text as well as images, charts, **graphs**, and **diagrams**.

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Identifying different types of persuasion (e.g., letters, pamphlets, etc.)
- Differentiating between fact and opinion (*understanding*)
- Using the writing process to construct and support a convincing argument and utilizing a concluding statement in the conclusion. (*evaluating*)
- Forming an opinion and supporting it with specific evidence (facts/examples) (*evaluating*)
- Writing for a specific audience (proponents' and opponents' viewpoints) (*applying*)
- Creating a persuasive argument that incorporates media elements. (*evaluating*)